



Oakbrook Middle

286 Old Fort Drive
Ladson, South Carolina

Grades	6-8 Middle School	
Enrollment	945 Students	
Principal	Garland W. Crump	843-873-9750
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average
2004	Good	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

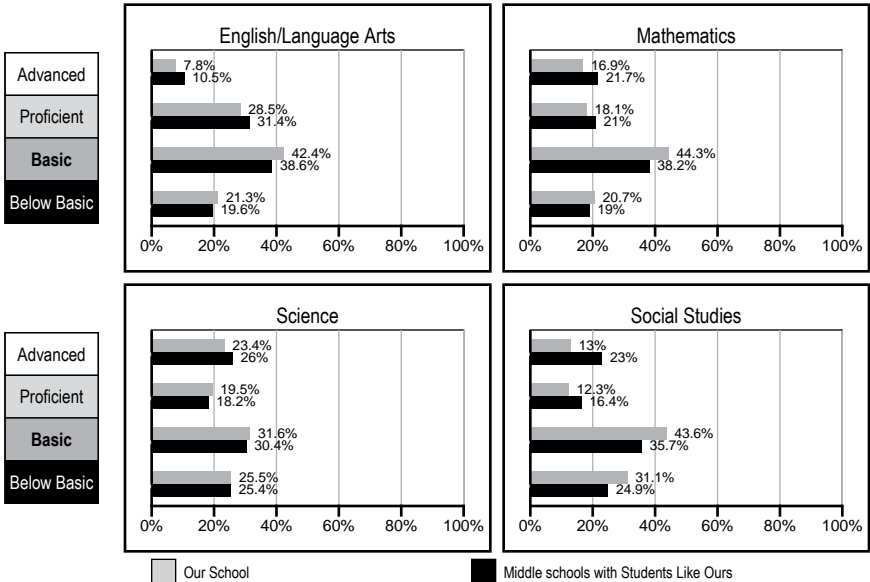
91.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	20	2	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.2
English 1	95.0	97.0
Physical Science	0	43.8
All Subjects	95.5	97.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=945)				
Students enrolled in high school credit courses (grades 7 & 8)	28.9%	Up from 27.9%	30.7%	19.4%
Retention rate	3.5%	Down from 4.7%	1.8%	1.8%
Attendance rate	95.7%	Up from 95.6%	96.3%	95.8%
Eligible for gifted and talented	14.8%	Down from 16.1%	26.0%	15.3%
With disabilities other than speech	7.6%	Up from 6.7%	11.0%	12.9%
Older than usual for grade	4.2%	Up from 1.8%	1.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	13.5%	No Change	1.1%	0.7%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	63.6%	Down from 64.3%	59.6%	55.0%
Continuing contract teachers	83.6%	Up from 61.4%	75.4%	70.6%
Teachers with emergency or provisional certificates	6.1%	Up from 5.5%	3.7%	5.4%
Teachers returning from previous year	83.1%	Down from 88.1%	84.1%	83.4%
Teacher attendance rate	94.0%	Down from 94.5%	95.3%	94.9%
Average teacher salary	\$46,914	Up 5.6%	\$46,811	\$44,706
Professional development days/teacher	16.0 days	Up from 14.1 days	11.7 days	11.8 days
School				
Principal's years at school	21.0	Up from 20.0	4.0	3.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 23.4 to 1	21.6 to 1	20.1 to 1
Prime instructional time	88.1%	Down from 88.8%	90.2%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Up from 95.0%	98.0%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$5,255	Down 5.9%	\$6,285	\$7,097
Percent of expenditures for instruction*	66.4%	Up from 65.9%	66.8%	64.4%
Percent of expenditures for teacher salaries*	61.9%	Up from 60.9%	63.3%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Oakbrook Middle School, located in the southern corner of Dorchester County by the Ashley River, continues to strive to meet its mission of preparing responsible, competent, and caring lifelong learners. OMS received an absolute report card rating of "Average" for the 2006-2007 school year. Our student body continues to demonstrate their academic success in the fields of math and science during the Low Country Quest Competition, Math Counts, Math is Cool, Quiz Bowl as well as other academic competitions throughout the year. OMS has 15 Duke Tip and 12 Junior Scholar participants. Our honor band and choir received superior and excellent ratings at their respective state competitions. Students and staff held benefit drives for causes such as Muscular Dystrophy Association, American Heart Association, Multiple Sclerosis, Lee National Denim Day, American Cancer Society, Juvenile Diabetes, Crisis Ministries, and Families in Crisis.

Oakbrook Middle continues to face the challenges of decreasing the achievement gap in language arts and math. We have begun to utilize the data from the Measures of Academic Progress (MAP) test to diagnose instructional needs. Our Compass Learning Odyssey Program provides us with the technology that allows us to create individual learning paths for each student based on the instructional level identified by the MAP assessments. We also utilize Senteo Interactive Response Systems in the classroom to provide immediate assessment of student understanding in their classes. At OMS, we provide computer-assisted instruction with the utilization of SMART Boards and web-based activities such as GIZMO and Brain Pops. The Read 180 program continues to address the needs of struggling readers in all grades. We have single gender classes to address the different needs, learning styles, and interests of our students. The "Not Yet" tutorial program continues to provide additional assistance to students experiencing difficulties in the four content classes. We continue to utilize the InTouch software, homework hotline, school's website and parent focus meetings to address the challenges of parent satisfaction with home-school relations. Parent Link has been added to our communication cache, which gives us an immediate information outlet to our parents and community. The faculty and staff will continue to conduct report card nights, award ceremonies and schedule parent/teacher conferences.

Teachers' professional development continues to focus on best instructional practices and technology initiatives, such as Differentiated Instruction, Explicit Direct Instruction, SMART Board Interactive Whiteboards and Senteo Response Systems, Brain Pop and GIZMO to help address the needs of all children. Oakbrook's faculty consists of a total of 57 teachers, with nine having received National Board Certification.

The mission of Oakbrook Middle is to educate students to become proficient, responsible and caring citizens by creating a nurturing environment where staff, parents and community work together to provide challenges and opportunities for students to reach their maximum potential. OMS continues to be a great place where students "care to learn and learn to care!"

Garland W. Crump, Principal
Clay Batts, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	237	87
Percent satisfied with learning environment	98.4%	64.1%	65.9%
Percent satisfied with social and physical environment	96.9%	68.4%	64.4%
Percent satisfied with school-home relations	75.0%	77.4%	63.5%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	926	99.8	21.9	43.6	28.6	5.9	45.6	57.8	48.2	Yes	Yes
Gender											
Male	490	99.6	29.4	43.9	22.9	3.8	36.7	50.7	41.7	N/A	N/A
Female	436	100	13.5	43.4	34.9	8.2	55.6	65.6	55	N/A	N/A
Racial/Ethnic Group											
White	511	99.8	18.1	42	32.4	7.5	51.5	65.8	60	Yes	Yes
African American	334	99.7	29	47.6	20.7	2.8	32.8	41.1	31.7	Yes	Yes
Asian/Pacific Islander	27	100	11.5	30.8	42.3	15.4	73.1	72.3	70.4	I/S	I/S
Hispanic	47	100	24.3	45.9	27	2.7	48.6	45	38.4	I/S	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
Disability Status											
Disabled	72	98.6	80.6	17.9	1.5	0	3	21.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	14	100	30	40	20	10	30	30.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	299	99.7	31.7	47.7	18.7	1.9	30.2	40.7	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	926	99.9	22	47.2	17.2	13.6	42.4	49.8	45.8	Yes	Yes
Gender											
Male	490	99.8	22.5	48.6	14.7	14.3	41.9	50.5	45.6	N/A	N/A
Female	436	100	21.4	45.6	20	13	42.9	49.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	511	99.8	17.3	43.8	21.4	17.5	51.9	59.9	59	Yes	Yes
African American	334	100	32.4	54.1	8.6	4.8	23.1	28.3	26.9	No	Yes
Asian/Pacific Islander	27	100	3.8	26.9	30.8	38.5	73.1	67.1	71.3	I/S	I/S
Hispanic	47	100	18.9	54.1	16.2	10.8	40.5	37.4	38.1	I/S	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
Disability Status											
Disabled	72	100	73.1	23.9	3	0	4.5	21.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	14	100	20	50	0	30	40	26	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	299	99.7	33.6	50.4	9.9	6.1	27.5	32	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	611	99.7	24.6	32	19.8	23.7	43.4	42	35.7	95.7	96.1
Gender											
Male	326	99.4	23	31.9	20.4	24.7	45.1	45.1	37.4	95.4	95.9
Female	285	100	26.4	32.2	19	22.5	41.5	38.7	33.8	96.1	96.3
Racial/Ethnic Group											
White	335	99.7	17.9	29.3	21.3	31.5	52.8	52.4	49.2	95.6	96
African American	225	100	37.8	38.3	17.1	6.7	23.8	20.7	17	95.6	96.2
Asian/Pacific Islander	21	95.2	5.3	10.5	21.1	63.2	84.2	52.7	58	97.4	97
Hispanic	26	100	21.7	39.1	17.4	21.7	39.1	27.1	24.9	96	96.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	98.4	95.8
Disability Status											
Disabled	55	100	57.7	30.8	5.8	5.8	11.5	21.6	14	94.6	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	12	91.7	28.6	42.9	0	28.6	28.6	18.3	24.4	96.4	96.5
Socio-Economic Status											
Subsidized meals	203	99.5	38.9	35	15	11.1	26.1	24.5	21.1	94.2	95.3
Social Studies											
All Students	612	100	31.1	43.6	12.3	13	25.4	43.2	34	95.7	96.1
Gender											
Male	316	100	31.9	41	10.8	16.3	27.1	46.4	36.6	95.4	95.9
Female	296	100	30.1	46.3	14	9.6	23.5	39.7	31.3	96.1	96.3
Racial/Ethnic Group											
White	344	100	25.8	45.2	12.7	16.4	29.1	51	44.5	95.6	96
African American	211	100	41.5	42.1	9.8	6.6	16.4	25.8	19.1	95.6	96.2
Asian/Pacific Islander	15	100	6.7	33.3	26.7	33.3	60	61.4	58.9	97.4	97
Hispanic	38	100	35.7	42.9	14.3	7.1	21.4	32.8	27.5	96	96.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	98.4	95.8
Disability Status											
Disabled	46	100	69.8	20.9	4.7	4.7	9.3	20.9	14.4	94.6	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	96.4	96.5
Socio-Economic Status											
Subsidized meals	199	100	48.8	36.6	8.1	6.4	14.5	26.5	21	94.2	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	422	100	29.5	44.7	21.4	4.4	25.8
	7	437	99.3	23	47.6	26.6	2.8	29.4
	8	386	100	20.7	52.5	23.5	3.4	26.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	304	100	20.1	42.4	28.8	8.6	37.4
	7	298	100	19.7	47.8	28.8	3.6	32.5
	8	324	99.4	25.5	40.9	28.2	5.4	33.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	422	100	21.2	48.1	18.1	12.7	30.7
	7	437	99.5	14.6	47.8	19.4	18.2	37.6
	8	386	100	26.8	49.4	15.1	8.7	23.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	304	100	19.8	39.9	19.4	20.9	40.3
	7	298	100	16.1	52.9	15.7	15.3	31
	8	324	99.7	29.5	48.7	16.4	5.4	21.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	208	100	25.5	37.5	15.1	21.9	37
	7	437	99.5	24.6	33.2	23.8	18.4	42.2
	8	192	100	27.9	38.5	16.2	17.3	33.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	151	99.3	39.4	19.7	13.9	27	40.9
	7	298	99.7	17.6	40.3	19.8	22.3	42.1
	8	162	100	23.7	28.3	25	23	48
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	214	100	26.7	39.5	22.1	11.8	33.8
	7	437	99.5	38.1	40.7	10.7	10.5	21.2
	8	194	100	23.5	53.1	9.5	14	23.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	153	100	20	45	16.4	18.6	35
	7	298	100	39.8	38.3	8	13.9	21.9
	8	161	100	25.3	52.1	16.4	6.2	22.6

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample